

FORD ELEMENTARY

601 Lucas Avenue
Laurens, South Carolina 29360

GRADES K-5 Elementary School

ENROLLMENT 387 Students

PRINCIPAL Dr. Gigi Outz 864-984-3986

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	59	41	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

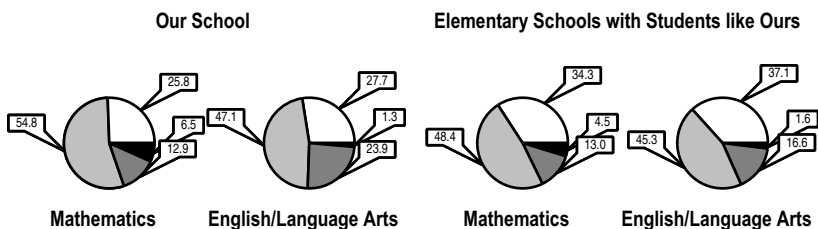
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	40	23
Percent satisfied with learning environment	94.6%	90.0%	68.2%
Percent satisfied with social and physical environment	100.0%	92.1%	59.1%
Percent satisfied with home-school relations	83.3%	95.0%	68.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	176	99.4	27.7	47.1	23.9	1.3	25.2	17.6
Gender								
Male	109	99.1	30.9	47.4	21.6	N/A	21.6	17.6
Female	67	100.0	22.4	46.6	27.6	3.4	31.0	17.6
Racial/Ethnic Group								
White	119	100.0	26.9	48.1	23.1	1.9	25.0	17.6
African-American	40	97.5	33.3	42.4	24.2	N/A	24.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	17	100.0	21.4	50.0	28.6	N/A	28.6	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	141	100.0	22.0	48.0	28.3	1.6	29.9	17.6
Disabled	35	97.1	53.6	42.9	3.6	N/A	3.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	176	99.4	27.7	47.1	23.9	1.3	25.2	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	172	99.4	25.7	47.2	25.7	1.4	27.1	17.6
Socio-Economic Status								
Subsidized meals	130	100.0	32.1	47.3	18.8	1.8	20.5	17.6
Full-pay meals	46	97.8	16.3	46.5	37.2	N/A	37.2	17.6

Mathematics								
All students	176	99.4	25.8	54.8	12.9	6.5	19.4	15.5
Gender								
Male	109	99.1	24.7	56.7	13.4	5.2	18.6	15.5
Female	67	100.0	27.6	51.7	12.1	8.6	20.7	15.5
Racial/Ethnic Group								
White	119	100.0	24.1	56.5	15.7	3.7	19.4	15.5
African-American	40	97.5	39.4	45.5	9.1	6.1	15.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	17	100.0	7.1	64.3	N/A	28.6	28.6	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	141	100.0	20.5	56.7	15.0	7.9	22.8	15.5
Disabled	35	97.1	50.0	46.4	3.6	N/A	3.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	176	99.4	25.8	54.8	12.9	6.5	19.4	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	172	99.4	22.2	56.9	13.9	6.9	20.8	15.5
Socio-Economic Status								
Subsidized meals	130	100.0	25.9	56.3	12.5	5.4	17.9	15.5
Full-pay meals	46	97.8	25.6	51.2	14.0	9.3	23.3	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	61	N/A	18.6	42.4	37.3	1.7	39.0
	Grade 4	53	N/A	23.5	56.9	17.6	2.0	19.6
	Grade 5	62	N/A	31.5	55.6	13.0	N/A	13.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	20.8	37.5	39.6	2.1	41.7
	Grade 4	68	100.0	22.4	55.2	20.7	1.7	22.4
	Grade 5	54	98.1	40.8	46.9	12.2	N/A	12.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	61	N/A	39.0	40.7	18.6	1.7	20.3
	Grade 4	53	N/A	32.7	51.9	9.6	5.8	15.4
	Grade 5	62	N/A	50.0	42.6	3.7	3.7	7.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	27.1	41.7	20.8	10.4	31.3
	Grade 4	68	100.0	13.8	69.0	10.3	6.9	17.2
	Grade 5	54	98.1	38.8	51.0	8.2	2.0	10.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 387)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	11.9%	Down from 13.4%	3.4%	2.4%
Attendance rate	94.6%	Up from 94.0%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.7%	Down from 4.0%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.4%	Up from 7.8%	8.4%	8.0%
Older than usual for grade	8.5%	Up from 6.3%	2.7%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	46.9%	Up from 39.5%	47.2%	50.0%
Continuing contract teachers	84.4%	Up from 76.3%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	72.5%	Up from 72.0%	82.3%	86.2%
Teacher attendance rate	97.5%	Down from 98.1%	94.6%	95.3%
Average teacher salary	\$37,325	Down 1.6%	\$39,111	\$39,909
Prof. development days/teacher	12.6 days	Up from 11.1 days	12.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	16.5 to 1	Up from 15.3 to 1	17.3 to 1	18.9 to 1
Prime instructional time	91.8%	Down from 94.4%	88.2%	89.7%
Dollars spent per pupil*	\$11,341	Up 122.3%	\$6,289	\$5,892
Percent spent on teacher salaries*	67.0%	Up from 66.7%	66.1%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ford Elementary School.....Like No Place Else! Our pride is showing at Ford Elementary School. Our buildings are clean, bright, beautiful, and spacious. A courtyard mural dresses up a wall of the auditorium, the butterfly garden continues to attract visitors from the community, and a butterfly mural graces the hall near the cafeteria. New playground equipment has been installed on the grounds. The cafeteria has beautiful, colorful canopies which invite everyone to eat at the "Ford Food Factory."

We are moving ahead and, as a result, proudly received the Palmetto Gold Award for Achievement in the fall of 2002. Our school philosophy is "NO EXCUSES" concerning academic performance. Students are to give no excuses for not being prepared to succeed in school and the Ford faculty is to give no excuses for not helping our students succeed. Everyone is focused on moving ahead in academic performance and character. Teachers, students, and parents have worked together this year to help students succeed. Class size has been reduced which helps teachers to be more effective in instructing students and builds their classrooms for success. In addition, students are scheduled by text level for reading based on an individual assessment of their reading performance. A math assessment is given within the first week of attendance. The Palmetto Achievement Challenge Test goal for 2002-2003 is that 80% of all the students tested will score Basic or Above on Math and English Language Arts. Large blocks of teaching time have been arranged to help achieve this goal, as well as 40 minutes a day of Math Academy time for those students needing additional help in specific skills. Schedules, which include uninterrupted teaching time, common planning for teachers, the placement of students by reading performance, and continuous assessment, are all built in for student success.

Gigi Outz, EdD
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.